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## GENERAL ANNOUNCEMENTS

[The issue of the present BULLETIN (as well as that of January) has been somewhat retarded by the industrial and fuel crisis in New England.]

### ANNUAL MEETING

The summary report of the annual meeting, contained in the January issue is supplemented in the present number by the reports of Committee A (Academic Freedom and Academic Tenure) and of the special committee on Academic Freedom in War Time, also by the following statement of action taken on the report of

#### COMMITTEE M (PROPOSALS OF THE SECOND PAN-AMERICAN SCIENTIFIC CONGRESS)

Recommendation XV of the Congress: That the curriculum of study in the schools of American Republics include instruction on the life and achievements of the *Founders and Statesmen of all the States of the Continent*.

*Voted* to adopt the recommendation of the committee favoring the establishment of such instruction in the higher institutions of learning, but leaving to the competent authorities the proper preparatory work in the lower schools.

Recommendation XVI of the Congress: That the United States Universities provide *Chairs of the Growth and Ideals of the Latin-American Nations*, and that similar chairs be established in Latin America on the *History of the United States*.

*Voted* to approve the recommendation of the committee favoring the establishment of suitable elective courses to be supervised by existing academic departments; recognizing also the desirability that institutions in the United States in a position to do so should establish special chairs of Latin-American History and Culture, and that institutions in Latin America take similar action.

Recommendation XVII: That the teaching of the *Spanish Language* be made general in the schools of the United States, and of the English language in Latin-American schools, and that both be taught from the point of view of American customs, history, literature, and social customs.

As this recommendation deals primarily with school instruction, the committee confined itself to approving the principles involved, and the Association

*Voted* to recommend that instruction in the Spanish language and literature, with some reference to the institutions and history of the Latin-American countries be introduced in the schools of this country so far as this can be adequately done.

Recommendation XVIII: That the study of *Sociology* be introduced in all American Universities.

No action was taken.

The following recommendations were approved by the committee and by the Association.

XXII: That a *Department of Education* be established in the Pan-American Union, for the publication in English, Spanish, and Portuguese of pedagogical writings important to American countries . . . (and for the interchange of ideas upon Education);

XXIII: That courses in *International Law* be established in every university;

XXV: That the study of the Constitutions of all American Republics be given a specific place in all institutions of learning.

## EMERGENCY COUNCIL ON EDUCATION

At a recent conference in Washington the following plan of organization was adopted by representatives of the bodies named:

### NAME

The national societies named below hereby organize the Emergency Council on Education.

### OBJECT

The object of the Council is to place the resources of the educational institutions of our country more completely at the disposal of the national government and its departments to the end that through an understanding co-operation:

Their patriotic services may be augmented;

A continuous supply of educated men may be maintained; and

Preparation for the great responsibilities of the reconstruction period following the war may be anticipated.

### MEMBERSHIP

The membership shall include the following organizations and such additional bodies as may be invited by the Council to associate themselves with it:

Association of American Universities.

Association of State Universities.

Association of American Colleges.

American Association of Agricultural Colleges and Experiment Stations.

Catholic Educational Association.

Association of Urban Universities.

National Education Association.

National Council of Educational.

N. E. A. Department of Superintendence.

American Association of University Professors.

Society for the Promotion of Engineering Education.

### DUTIES AND POWERS

The Council shall have power to act for the associations in matters of legislative and governmental business on the basis of such authority as may be given it by the several associations.

It may appoint a chairman and an executive committee of five.

It shall report its actions monthly to all the associations.

Each body represented shall select a delegate and one or more alternates for membership in the Council.

Additional representatives may participate in Council meetings, but each association shall have but one vote.

Meetings of the Council may be called by the Chairman and shall be called on request of three members.

## SECRETARY-TREASURER

There shall be a Secretary-Treasurer who shall receive and account for assessments. Bills exceeding \$10 shall require the approval of the Chairman.

## BUDGET

For the necessary incidental expenses each association shall be assessed one hundred dollars.

The above report was adopted unanimously and the following associations also invited to become members of the Council:

National Council of Normal School Presidents.

Association of American Medical Colleges.

American Association for Advancement of Science.

Some of the considerations leading to the formation of the Emergency Council are indicated by the following statement prepared for presentation to Secretary Lane representing the Council for National Defence.

## THE ORIGIN OF THE MOVEMENT AND THE REASONS FOR IT

## MEMORANDUM FOR SECRETARY LANE

Members of the Executive Committees of the following educational organizations, the Association of American Colleges, the Association of American Universities, the Catholic Educational Association, and the National Association of State Universities, met in Chicago on January 12-13 to consider war problems which are being pressed from many directions upon them all.

Owing to the unprecedented storm, other expected representatives did not arrive. There were unofficially present in the conference, in addition, however, representatives of an Urban University, of an Agricultural College and Experiment Station, of a School of Education, and of a City School System.

The subject chiefly discussed by the conference was a resolution which had just been adopted by the Association of American Colleges, meeting in Chicago, calling on the President of the United States to take steps looking toward the immediate comprehensive mobilization of the educational forces of the nation for war purposes under centralized administration, which would co-ordinate effort and stimulate defensive activities. The Executive Committee of that Association is directed to convey the resolution to the President.

Representatives of the other Associations named were not authorized to act for their Associations upon this resolution. Individually, they were unanimously in favor of some such action, and were of the opinion that most, if not all, of the Colleges and Universities would share this view. The gentlemen who were especially interested in the Elementary and High Schools were of the opinion that the school men of the country generally will soon propose the same or similar action.

The thing agreed to by all is that all existing educational agencies, including the Elementary and High Schools, the Colleges and Universities, and the various governmental and voluntary organizations engaged in educational work, should be at once brought together for a more effective practical co-operation for war purposes; and that this result can be secured only by the action of the President of the United States. It was taken for granted that this unifying federal organization would assume no extra-legal coercive powers and would require no such powers to secure the desired result.

It was voted that a committee wait on the President as soon as possible to present the outstanding war problems which are facing the educational forces of the country, and to learn his mind on the proposed method of providing for their solution.

#### TYPES OF EDUCATIONAL PROBLEMS ARISING OUT OF WAR CONDITIONS

##### I

The group of problems relating to the immediately increased efficiency of the schools toward winning the war:

1. Co-ordination of work of schools and of various independent organizations and agencies.
2. Increased scientific research for war purposes.
3. Training of students for all types of war service.
4. Extension of educational work in military encampments.
5. Educational propaganda—lectures, pamphlets, etc.—to make clear purposes of the war and maintain morale of people.

##### II

The group of problems relating to the maintenance of the schools and schooling in all grades and stages, as essential to the national defense.

1. Furlough of students making special preparation for war service.
2. Rearrangement of schedules to provide for temporary release of students for industrial purposes.
3. Special equipment of schools for war training.
4. Broadly organized utilization of schools by governmental departments for purposes of special training.
5. Re-education of the maimed.

##### III

The group of problems relating to international educational relations:

1. International educational commissions.
2. Exchanges of faculty.
3. International scholarships.
4. Courses of study and degrees.

##### IV

The group of problems relating to the educational system after the war.

1. Recasting of courses of study in light of lessons of the war.
2. Shortening period of education.
3. Appropriations and expenses of maintenance.
4. Relationship of schools to federal government.
5. Collection and preservation of war data.

The Council of this Association has now under consideration the question of further participation in the Emergency Council on Education and of supporting the pending legislation for the establishment of a Department of Education, for reasons set forth in the accompanying memorandum prepared by a committee of the Emergency Council.

### CREATION OF A NATIONAL DEPARTMENT OF EDUCATION

#### STATEMENT PRESENTED TO THE CHAIRMAN OF THE SENATE COMMITTEE ON EDUCATION

In compliance with your request, the undersigned, a committee of representatives of various national education associations meeting in Washington during the present week, very respectfully submit the following considerations bearing on the questions involved in a bill at present before your committee authorizing the creation of a Department of Education, under the direction of a Secretary who shall become a member of the Cabinet.

It seems clear that the complete and efficient mobilization for purposes of the war of all the educational resources of the country—amounting to a billion dollars in capitalization, thousands of trained experts and instructors, and hundreds of thousands of students—calls for some great central organizing agency to serve both as a clearing-house for plans and a source of effective practical leadership and of inspiration. It is believed that many of the governmental organizations already at work in the field of education might profitably continue their operations undisturbed, at least for the period of the war; but it is also apparent that a great part of the field of useful activity has not yet been touched, and can best be reached through a large and comprehensive national agency.

Following the usual history in the development of large undertakings, many independent organizations have sprung up, actuated by patriotic motives, and many of these are either wasting energy through overlap of endeavor, or are actually hindering one another by working at cross purposes. The time has come for co-ordination and direction through a national agency which can both unify and stimulate effort.

It also seems clear that since the nation is forced into a position of leadership in the conflict for world-wide democracy, it will be forced to help make democracy safe for the world as well as the world safe for democracy. This means great international relationships to be established between the educational system of the United States and those of Europe, South America, and the Orient. These relationships will need to be established and directed by national educational ministries in the various countries involved, just as education is already directed by well organized ministries in some of the most important European countries. In dealing with France or England, a state department of education would be at a great advantage over lesser governmental agencies, or purely voluntary organizations.

The opportunity is before us of co-operating in large educational undertakings with France, England, and Italy, and of helping in the educational reorganization

of Russia and the educational awakening of China. Our educational relationships with the South American Republics also are sure to grow rapidly in extent and in importance. We must act in all these matters as a nation, and not as separate and individual states. While leaving to the states all the old measure of autonomy in their own educational systems, it will be necessary to provide some central and general agency through which they may all express themselves in policies which are either national or international in scope.

Since education is universally recognized as the first corollary of democracy, it seems incongruous that it should not be recognized as of equal rank in the councils of the nation with that accorded Commerce, Labor, and Agriculture, all of which have representatives in the President's Cabinet.

Under the new conditions which the war has produced, the supreme importance of education to the country stands out more clearly than ever before. The great ideals which have always been in the minds of the people more or less in solution, need to be crystallized into definite form, and to become the well defined directing motives in the national consciousness. In the absence of a state religion, the educational organization of the country must be the means of placing emphasis on the great moral and spiritual values which are ultimately the determining factors in a nation's history. By the enlightenment which it spreads and the emphasis which it places on the great moral laws, it can prove a large measure of salvation in a shifting social and economic order which we are inevitably facing at the close of the war. What use will be made of the new measure of leisure which seems to be coming to the workman and what application he will make of the enlarged power which is already his, will largely be determined by the place which is accorded education in the national life. The enlargement of the suffrage also brings weighty additional responsibilities to the schools.

The nation's ideals, consciously expressed in the lives of its people, determine its destiny. As Humbolt has said, "What we desire in the government, we must first put into the minds of the people through the schools."

These are some of the considerations which seem to demand the recognition of education in the largest and most dignified way by the government. The creation of a Department of Education would in our judgment unify, direct, and stimulate effort, and would give just recognition to the dignity and practical importance of education in the national life. It would also establish a governmental agency for dealing with international educational problems of a rank co-ordinate with the educational departments of the majority of the great nations with which we shall be dealing.

Very respectfully yours,

HARRY PRATT JUDSON,

JOHN H. MCCrackEN,

P. L. CAMPBELL,

*Committee.*



## ASSOCIATION OF AMERICAN COLLEGES

The Secretary's office has received Volumes I, II and III of the Bulletin of the Association of American Colleges. The following titles from the table of contents may be noted:

First annual meeting, January, 1915, Vol. I, No. 1. The Place and Function of the New Association, Commissioner Claxton, President Penrose, Whitman College, Chancellor McCormick, University of Pittsburgh, and others.

College Efficiency and Standardization, Dr. Capen, Bureau of Education, Dr. French, Associate Secretary College Board of the Presbyterian Church, President Brown, New York University, and others.

Annual Meeting, January, 1916. Report on the Efficient College, Dr. French.

Annual Meeting, January, 1917. What the College stands for, President King, Oberlin College; Revised Report on The Efficient College.

Third Annual Meeting, January, 1917. College Standardization, Dean Cole, Oberlin, Professor Miller, Oberlin, Dr. French, and others.

Report on Carnegie Foundation, President Cowling, Carleton College.

The Chief Weaknesses of the American College and how they may best be met, President Blaisdell, Pomona College and Mr. Randolph Bourne, New York.

The program of the Fourth Annual Meeting, held January, 1918 at Chicago, includes: Co-operation with Foreign Universities during and after the War, President Finley, University of New York.

Prospects of Liberal Education in America after the War, President Thwing, Western Reserve University.

The Pension Problem for Colleges, President Pritchett, Carnegie Foundation for the Advancement of Teaching.

The Cultural Advantages of French Universities for American Students, Professor Cestre, University of Bordeaux.

## U. S. BUREAU OF EDUCATION

A recent bulletin from the Bureau of Education deals with Accredited Higher Institutions. The Bulletin includes lists of institutions accredited by state universities and departments of education; also the lists published by the Association of American Colleges, the Association of American Universities, the Carnegie Foundation, etc. ("The Bureau of Education makes no attempt to rate or to standardize the collegiate institutions of the country.")